INTERNATIONAL MULTIDISCIPLINARY JOURNAL FOR RESEARCH & DEVELOPMENT
SJIF 2019: 5.222 2020: 5.552 2021: 5.637 2022:5.479 2023:6.563 2024: 7,805
eISSN :2394-6334 https://www.ijmrd.in/index.php/imjrd Volume 12, issue 05 (2025)

THE ROLE OF STUDENTS' TOLERANT RELATIONS IN BIOLOGY LESSONS IN BIOLOGICAL EDUCATION

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Abstract: The article examines the importance of forming and maintaining tolerant relationships between students in biology lessons as one of the factors contributing to increasing the effectiveness of biological education. Pedagogical conditions and methods that contribute to creating an atmosphere of mutual respect and acceptance necessary for successful assimilation of biological knowledge and fostering ecological and social responsibility among students are analyzed. Recommendations for teachers on integrating tolerance principles into the educational process in biology lessons are presented.

Keywords: tolerance, biological education, interpersonal relationships, schoolchildren, learning environment, pedagogical conditions, biology lessons, student motivation, value orientations, upbringing.

Introduction. In the world, the sphere of education, which has strategic significance for the practical solution of the problem of tolerance formation, is considered important. In particular, awakening interest in the problem of tolerance is defined as the most urgent task of the education system, necessary both in our own society and at the international level. It goes without saying that such a global problem requires the efforts of pedagogical educational institutions in cooperation with educational authorities, parents, and representatives of the public in nurturing tolerance in human relations.

Factors in the formation of tolerant relationships among students in biology lessons are:

Creating a supportive educational environment in which every student, regardless of their individual characteristics, feels accepted and respected;

An accessible educational environment is an essential condition for successful learning, education and comprehensive development of the student's personality. It includes physical, psychological, emotional and social aspects that create an atmosphere of trust, respect and cooperation. Physical comfort ensures the convenience and safety of the space: cleanliness, lighting, temperature, organization of study areas, availability of necessary educational materials and technical means. A cozy and well-thought-out classroom helps students concentrate and reduce anxiety.

Psychological comfort is a feeling of security, emotional well-being, confidence that the student is perceived as he is. It is very important that each child feels attentive, respected and needed. A teacher plays a big role in this, creating an atmosphere of goodwill and support.
Social comfort Assumes a healthy microclimate in the community, respectful relationships between students, teachers and parents. It promotes the development of communication skills, the formation of trust and cooperation in the group.

Pedagogical support and an individual approach help each student to reveal their potential, overcome difficulties, and gain self-confidence. A teacher who knows how to establish cooperative relationships with children plays an important role in creating a favorable environment.

Thus, the creation of a favorable educational environment is not a one-time action, but a continuous, conscious process aimed at developing the individual, motivating them to study, and creating a favorable environment in the educational space.

1. Developing critical thinking and scientific vision based on openness to different opinions and the ability to communicate in a reasoned manner;

Development of critical thinking and scientific worldview - in the context of a rapidly changing world, information flow and digital technologies, the development of critical thinking and scientific worldview in students is of particular importance.

21st century skills that help not only in academic activities, but also in everyday life.

Critical thinking is the ability to analyze data, compare facts, identify logical connections, make reasonable conclusions, and separate thoughts from facts. This skill is especially important for the formation of an independent and responsible personality, capable of making informed decisions and resisting manipulation.

The scientific view is based on objectivity, evidence, respect for facts and the ability to think logically. It helps students understand the structure of scientific knowledge, see cause-and-effect relationships, and formulate hypotheses based on observations and analysis.

The development of these qualities is especially effectively achieved by:

• Problem-based learning, where students are confronted with questions that require reflection and solution;

• Research activities: experiments, laboratory work, projects;

• Analysis of scientific texts and sources of information, including comparison of different points of view;

• Discussion of bioethical and environmental issues that require comprehensive analysis and understanding of their consequences;

Developing argumentation in dialogue and discussion teaches you to respect the opinions of others and at the same time justify your own opinion.

In this process, the teacher plays an important role, creating conditions for a free exchange of opinions, encouraging independent conclusions, and forming a culture of scientific knowledge.

Thus, the development of critical thinking and scientific vision is not only part of the educational program, but also contributes to the formation of a responsible citizen, capable of thinking deeply, objectively and with respect for knowledge.

Formation of stable skills of working in groups, which are especially important in practical classes, laboratory work, and projects;

The development of sustainable skills for working in a group in a spirit of tolerance contributes to:

• Creating a favorable psychological climate in the team;

• Development of communicative competence: the ability to listen, hear, agree, express your opinion and respect the opinions of others;

• Formation of empathy - the ability to feel and understand the feelings of other group members;

• teach to accept diversity, including differences in level of knowledge, pace of work, views, and style of thinking;

• Developing responsibility not only for personal results, but also for the success of the entire team.

Tolerance in group work is especially important when performing project assignments, laboratory work, discussions, where joint decision-making, distribution of roles and collective search for solutions are required. In such situations, children learn not only cooperation, but also fair treatment of each member of the team.

The teacher plays a key role in this process: he or she models tolerant behavior, manages relationships between students, helps resolve conflicts, and encourages respect for each other. By creating such conditions, the teacher not only improves learning, but also helps develop a personality capable of positive interaction in society.

Thus, the development of group work skills in the spirit of tolerance is the most important task of the modern school and contributes to the development of both cognitive and social competencies in students.

2. To cultivate responsibility and empathy, since discussion of topics related to ecology, bioethics, and animal protection requires not only knowledge, but also a moral position.

Fostering responsibility and empathy through developing tolerance is one of the important tasks of modern education - fostering responsibility and empathy in students. These qualities are directly related to the concept of tolerance, which covers not only interpersonal relationships, but also a person's attitude to the environment, nature and living beings. The need for these qualities is especially obvious when discussing topics related to ecology, bioethics, animal and nature conservation. These issues require students not only knowledge, but also a conscious moral position, empathy, understanding the consequences of human behavior and responsibility for them.

In biology and ecology lessons, children are faced with the following topics:

• environmental pollution and its impact on living organisms;

• species extinction and biodiversity conservation;

• bioethical aspects of experiments and scientific research on animals;

• rational use of natural resources.

Discussing these issues helps schoolchildren to see not only the facts, but also the moral aspects of the problem, to empathize, to understand its value in all aspects of life. This directly contributes to the development of empathy - the ability to put yourself in the place of another person or living being. At the same time, responsibility for one's own behavior, the impact of man on nature, the future of our planet is formed. Such lessons not only broaden horizons, but also educate a person who is ready to treat the environment with care.

A biology teacher as a trainer can use various forms of work - discussions, role-playing games, cases to stimulate the development of tolerance. Discussion of bioethical issues (for example, cloning, GMOs, euthanasia) requires respect for different points of view, which are an important element of the culture of tolerant communication.

Thus, tolerant relations in biology lessons not only improve the general psychological climate, but also increase the effectiveness of learning, making it deeper, more conscious and socially significant. This is respect for all forms of life, the desire for justice, the protection of those who cannot protect themselves. This is the basis for the education of true citizens with high moral culture, compassion and a sense of responsibility.

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